

**PROCESS OF TEACHING VOCABULARY TO MENTALLY RETARDED
STUDENTS BY USING FLASHCARDS AT SLB NEGERI COLOMADU IN
2017/2018 ACADEMIC YEAR**



RESEARCH PAPER

Submitted as a Partial Fulfillment of the Requirement
for Getting Bachelor Degree of Education
in English Department

by:

FITRIANA KARTIKA SARI
A320140156

**DEPARTMENT OF ENGLISH EDUCATION
SCHOOL OF TEACHERS TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2018**

APPROVAL

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FITRIANA KARTIKA SARI

A320140156

Approved to be Examined by Consultant

Consultant



Fitri Kurniawan, M. Res.Ed
NIK. 100.1202

ACCEPTANCE

PROCESS OF TEACHING VOCABULARY TO MENTALLY RETARDED
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RESEARCH PAPER

By:

Fitriana Kartika Sari

A320140156

Accepted and Approved by:

The Board of Examiners School of Teacher Training and Education

Universitas Muhammadiyah Surakarta

On April 2018

The board examiners:

rh Fitri Kurniawan, M.Res.Ed.

Aryati Prasetyarini, M.Pd.

Syahara Dina Amalia, M.Res.Ed.

(*[Signature]*)
(*[Signature]*)
(*[Signature]*)

Dean,



Prof. Dr. Hartono Joko Prayitno, M.Hum

NIP. 196504281993031001

TESTIMONY

Herewith, I testify this research paper there is no plagiarism of the previous literary, which has been raised to obtain bachelor degree of a university, Nor there are options or masterpiece which have been written or published by others, except those in which the writing are referred in the manuscript and mentioned in literary reviews and references.

Hence later, if it is proven that there are some untrue statements in this pronouncement, I will hold fully responsible.

Surakarta, 4 April 2018



FITRIANA KARTIKA SARI
A320140156

MOTTO

“Allah knows and you do not know”

-Quran 2:216-

“Don’t lose hope nor be sad”

-Quran 3:319-

“Be yourself, do your best”

-reseacher-

DEDICATION

Gratefully I dedicate this research paper to:

1. Allah SWT for always blessing me,
2. My beloved father and mother,
3. My supervisor, and
4. My dearest friends.

ACKNOWLEDGMENT

Bismillahirrahmanirrahim

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The Researcher

Fitriana Kartika Sari

TABLE OF CONTENT

| | |
|---|-----|
| TITLE..... | i |
| APPROVAL..... | ii |
| ACCEPTANCE | iii |
| TESTIMONY..... | iv |
| MOTTO | v |
| DEDICATION | vi |
| ACKNOWLEDGMENT..... | vii |
| TABLE OF CONTENT | ix |
| ABSTRAK | xi |
| ABSTRACT..... | xii |
| CHAPTER I : INTRODUCTION..... | 1 |
| A. Background of Study | 1 |
| B. Limitation of the Study | 4 |
| C. Problem Statement | 4 |
| D. Objectives of the Study | 4 |
| E. Benefit of the Study..... | 5 |
| F. Research Paper Organization..... | 5 |
| CHAPTER II REVIEW OF RELATED LITERATURE | 7 |
| A. Previous Studies | 7 |
| B. Underlying Theory | 11 |
| 1. Vocabulary | 11 |
| 2. Teaching Vocabulary | 13 |
| 3. Flashcards | 17 |
| 4. Mental Retardation | 20 |
| 5. Teaching Vocabulary to Mental Retardation..... | 21 |
| CHAPTER III RESEARCH METHOD | 22 |
| A. Type of the Research..... | 22 |
| B. Data and Data Source | 22 |
| C. Technique for Collecting Data | 23 |
| 1. Observation | 23 |

| | |
|--|----|
| 2. Interview | 24 |
| D. Technique for Analyzing Data | 24 |
| E. Credibility of Data | 25 |
| CHAPTER IV RESEARCH FINDINGS AND DISCUSSION | 26 |
| A. Research Findings | 26 |
| 1. The Process of Teaching Vocabulary to Mentally Retarded Students by Using Flashcard | 26 |
| 2. The Problems faced by the Teacher in Teaching Vocabulary Process to Mentally Retarded Students by Using Flashcard | 37 |
| B. Discussion | 38 |
| 1. The Process of Teaching Vocabulary to Mentally Retarded Student by Using Flashcard | 39 |
| 2. The problems faced by the teacher in teaching vocabulary process by using flashcard | 42 |
| CHAPTER V CONCLUSION, PEDAGOGICAL IMPLICATION AND SUGGESTION | 43 |
| A. Conclusion | 43 |
| B. Pedagogical Implication | 44 |
| C. Suggestion | 45 |
| BIBLIOGRAPHY | 46 |
| APPENDIX | 50 |

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan proses mengajar kosakata, bagaimana proses mengajar kosakata pada tunagrahita dan untuk mengetahui masalah yang dihadapi oleh guru dalam proses mengajar kosakata dengan menggunakan flashcard. Metode yang digunakan dalam penelitian ini adalah metode deskriptif kualitatif. Penelitian menggunakan teori Cross (1995) dan Fauziati (2010) dalam menganalisis proses mengajar kosakata.

Subjek dalam penelitian ini adalah guru yang mengajar siswa tunagrahita. Berdasarkan analisis data, hasil penelitian ini menunjukkan bahwa terdapat empat aspek dalam proses mengajar kosakata pada tunagrahita dengan menggunakan flashcard yaitu: a) materi, b) teknik, c) media, and d) prosedur. Masalah yang dihadapi guru dalam proses mengajar kosakata menggunakan flashcard adalah a) keterbatasan fasilitas, b) mengharuskan guru untuk kreatif, dan c) masalah finansial.

Kata kunci: proses mengajar, mengajar kosakata, materi, teknik, media, prosedur, masalah

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Abstract

This study aims to describes the teaching vocabulary process, how the process of teaching vocabulary to mental retardation and to know the problem faced by teacher in teaching vocabulary process by using flashcard. The method used in this research is descriptive qualitative method. This study used theories from Cross (1995) and Fauziati (2010) in analyzing the process of teaching vocabulary.

The subject in this study was the teacher who taught mentally retarded students. Based on data analysis, the result of this study indicated that there were four aspect in teaching vocabulary process to mental retardation by using flashcards namely: a) the material, b) the technique, c) the media, and d) the procedure. The problem faced by teacher in teaching vocabulary process by using flashcards are a) limited facilities, b) required teacher creativity, and c) financial grounding.

Keywords: teaching process, teaching vocabulary, material, technique, media, procedure, problem